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ABSTRACT

An evaluative study was made for the staff and students at Career Study Center (CSC) to provide them with information for the program's future development. Staff, students, and parents were randomly selected and interviewed and the results summarized. Students feel CSC is significantly different and better than previously attended schools; there is more freedom and closer relationships with teachers; their basic skills, attendance, and understanding are improving. The teachers assess their CSC responsibilities as first relating closely with students, then helping them become independent. They disagree on how flexible behavior limits should be. Parents describe their children's previous school difficulties and report positive changes since attending CSC although they know little about the program. The three appendixes include student, teacher, and parent interview questions and responses.. (MS)

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A Report Prepared for the Staff and Students of the
Career Study Center, St. Paul Public Schools, St. Paul, Minnesota

Center for New Schools
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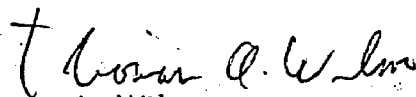
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Sincerely,


Thomas A. Wilson
Executive Associate

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I. INTRODUCTION: PURPOSE AND METHODS OF THE STUDY

This evaluative study was carried out primarily to assist the staff and students of the Career Study Center. Unlike most evaluations, its major aim is not to stand in final judgement on the success of the program, but rather to provide information that will be useful in shaping the program's subsequent development. Therefore, the issues investigated reflect the concerns of staff and students at CSC; those issues and objectives that were investigated were articulated by program participants themselves. Starting with the issues about which more information was desired, I tried to find a research approach that would provide accurate systematic feedback on those issues, given limitations of time and money.

In developing the format for the evaluation and carrying it out, I completed the following steps:

- (1) On an initial trip to the Career Study Center, I observed all aspects of the program in operation and talked informally to almost all staff members and about 20 students. Through this process, I became familiar with the nature of the program and some of the concerns of program participants. On the basis of this visit, I made a presentation to the staff and interested students and prepared a report analyzing some aspects of the program (Process Evaluation Report Number 1: Career Study Center).
- (2) On a second trip to CSC, I interviewed staff and some students upon arrival to formulate questions that could be asked more systematically of program participants. On the basis of student

and staff ideas and also on the basis of my previous visit, I developed two interview schedules. The questions that were asked and the responses of students and staff interviewed are contained in Appendices A and B. The entire staff, including all teachers, NYC work counselors, administrators, and secretarial personnel were the target population for the staff interview. To provide a representative cross-section of student opinion, a random sample of sixteen students was selected for interviewing (eight boys and eight girls). In addition five black students were selected for interviewing because of the special interest expressed by the staff in learning the opinions of the program's black students. Most of the staff and student interviews were completed during the second visit to the program, and Mr. Steve Sweetland of the CSC staff assisted in the study by completing interviews with those individuals I wasn't able to talk with.

- (3) The procedures for carrying out these "mini-interviews" were developed by the Center for New Schools research team in the evaluation of Metro High School in Chicago, Illinois. One aim of the procedures is to collect accurate information quickly and then feed it back to the program participants quickly. To facilitate this process, interviews are not tape-recorded, but the interviewer takes notes during the interview, then writes a full report of the interview after completing it. This procedure allowed me to present the protocols of all interviews completed during the second visit to the center

in a staff development meeting on the final day of the visit.¹

- (4) On a third visit to CSC, the parents of the sixteen students in the sample population were interviewed at home. The questions for this interview were developed through consultation with CSC staff members, and staff members worked with me in carrying out these interviews. The preliminary results of these parent interviews were discussed in a staff development session at the end of this third evaluation visit. The protocols of parent interviews are contained in Appendix C.

This report includes the following products of these staff, student, and parent interviews:

- (1) A complete set of interview protocols contained in Appendices A, B, and C.
- (2) A report of results (Section II) in which results are categorized and significant trends in the results are analyzed.
- (3) An interpretative discussion of important issues raised by the results (Section III), including questions that might be addressed in shaping the future development of CSC.

The philosophy underlying these methods of carrying out the study and presenting the results is that program participants should be involved in formulating questions to be investigated, carrying out the investigation, and interpreting the information collected. If the study is to be useful to CSC in shaping subsequent program planning and operation, the staff and interested students must do much more with the information that has been gathered than give it a quick once over and file it away.

¹ For a fuller discussion of the mini-interview technique and some additional examples of its application, see Metro High School: Research and Evaluation Program and The Metro School: A Report on the Progress of Chicago's Experimental School Without Walls.

Here are some specific suggestions about ways in which this information might be used productively:

- (1) The protocols of interviews have been reproduced in the appendices so that the reader can (a) get a feeling for the types of responses that underlie the analysis in Sections II and III, (b) develop alternative interpretations of responses based on his own inspection of them, and (c) discover additional issues in the protocols that are not analyzed at all in this report.
- (2) The interpretations of results and analysis of critical issues in Sections II and III should be the focus of several staff meetings. The focus of these meetings should be on understanding the results, rather than debating policy.
- (3) The results should be taken into account in discussions in which future directions for the program are discussed.
- (4) The research techniques employed in this study should be applied by program participants themselves in providing information about issues that arise in the subsequent development of the program.

II. RESULTS

Student Interview Results

I conducted the student interviews at the school headquarters, tracking down students where I could find them. They were somewhat suspicious of me as an outsider, but I felt that this apprehension was alleviated significantly as each interview progressed. Most students obviously liked the program, and they were articulate and open in specifying just what they liked about it. As explained later in this section, students were hesitant in directly criticizing aspects of the program they didn't like.

All of the sixteen students in the original sample were interviewed; however, the protocols of three of the interviews were lost. Thus, the analysis below is based on the responses of thirteen of the sixteen students in the original sample and the responses of the five students in the black sample.

Students' Perception of School Climate: Students perceive the climate of CSC to be significantly different from their previous school, and they are strongly positive about these differences. In response to the question, "How is CSC different from (previous school)?" (question 1), the responses broke down as follows on the positive-negative continuum:

Positive: Cited characteristics they valued	16
Negative: Cited characteristics they disliked	0
Saw little difference from their previous school	1
Total	<hr/> 17

An analysis of the nature of differences students cited shows that the increased freedom offered by CSC and the closer relationships between teachers and students were the two differences most highly valued:

Greater freedom

Absence of strict rules and harsh discipline	11
Variety of learning options	5
Freedom to express yourself	1
Total	17

Closer student-teacher relationships

Teachers care about individual students	9
Teachers are not crabby; not on a pedestal	6
Total	15

Closer relationships with fellow students	5
Small size of school; you're more of a person	2
I'm learning more	2

The aspect of freedom most often commented on involved the absence of rigid rules governing students' personal behavior.

It's free. You're on your own. You can do what you want. (1-1)

You're free to talk here. You can say what you want. Do what you want. _____ was a prison. (1-2)

You're not so regulated here. (1-4)

For many of the students, it was the code of rules in their former school that brought them into constant conflict with teachers and administrators, and their relief in not walking the tightrope of abiding by these rules came through strongly in the emotional tone of the students' responses.

I'm not afraid somebody will yell at me or suspend me. (1-3)

In addition to citing freedom in the area of personal behavior, five students mentioned additional educational options available at CSC as an aspect of the program they liked.

The changed nature of student-teacher relationships at CSC was

mentioned by students about as often as the freedom in the program, and again the strong positive emotional tone of student reaction to these relationships came through. One theme in descriptions of student-teacher relationships was their closeness compared to the traditional school:

At the other schools, teachers make you want to fight to get to their level. Here, they don't classify themselves as being higher. (1-9)

Teachers don't put themselves above students. (1-16)

Teachers are a lot friendlier here; they talk to you. (1-7)

They had crabby teachers at _____; there aren't any here. (1-8)

These teachers are more like us; they're just people in class. (1-9)

A second aspect of student-teacher relationships (as perceived by students) is that the teachers really care about individuals and respond to their needs. The relationship is not merely one of outward cordiality; teachers understand students' individual problems and try to help work out solutions:

Teachers here want you to have a future. (1-2)

At _____, if you just wanted to run out of the building, no one would talk about it. Here they care if you're here. They talk about it. (1-4)

I was bad off a while back. I wanted to be put in a foster home. _____ (the former school) didn't do anything. Here they called and got it done. (1-6)

Teachers try to understand kids and are interested in the work they do. (1-16)

Related to the closeness of the student-teacher relationship were comments that the school was smaller than the students' previous schools and that "you're more of a person instead of a group of people." (1-4) Also related was the perception mentioned by five students that they had much closer relationships with fellow students than they had had in their previous school. Students mentioned the absence of cliques and the opportunity to understand other students through discussions. The school was described as a "family" where "everyone's brothers and sisters."

The School's Educational Program: Two of the questions that were asked were designed to tap the student's perceptions of the educational program. The first one was aimed at eliciting very specific examples of the learning that the students felt they had experienced at CSC: "If the school board came in tomorrow and said they were closing CSC, how would you prove to them you were getting something out of being here?" (question 2):

Improvement in basic skills	15
Improved attendance	7
Knowledge of others and ability to get along with them	6
Knowledge of self and ability to function better as a person	4
Projects and skills in woodwork	3
Knowledge of what's happening in the world	2
Successful weight loss	1

The second question related to the educational program asked students which educational activities they liked most and which they liked least (question 4).

The students indicated they liked the following activities most:

Guidance	9
Skills	4
Arts and Crafts	4
Job	2
Woodwork	1

They cited the following characteristics of these classes as accounting for the fact that they liked them:

Helps me understand myself and others	7
It will help me in later life	3
I can see specifically that I'm improving	3

I have completed a project	3
Variety of activities possible in the class	2
I just like _____ (names class again)	2
Helps me express myself	1
The teacher or supervisor takes a close interest in me	1

The overall picture emerging from these responses is that students perceive the skills and guidance programs to be most beneficial and enjoyable for them at this point in the program. On the other hand, other aspects of the program were mentioned by specific students with strong conviction, including arts and crafts, work experience, and woodwork.

There appear to be two themes running through students' descriptions of those experiences they value and cite as proof that they are learning at CSC: evidence of specific progress and an opportunity to learn about interpersonal relationships and to develop as a person.

The students took great pride in measurable accomplishment, some scale of progress on which they could see themselves advancing. The index most often mentioned was progress in basic skills, but attendance was also cited, as was ability to show up for work regularly and hold a job and the completion of class projects:

I'd show them what I've done. My reading scores. (2-1)

My attendance and skills are better. (2-14)

Skills: That's where I'm really improving. (4-2)

Crafts: In crafts you can make stuff. It's not like guidance where you just sit around and talk. (4-16)

The opportunity to learn about interpersonal relationships and to develop as a person was connected both with the guidance/psychology/communications program and with the general emphasis on close interpersonal relationships

throughout the school. Ten of the responses to question 2 and seven of the responses to question 4 relate to improved personal and interpersonal development:

I'm mostly learning more about myself. (2-3)

In guidance, you get to know people better. You interest each other more. There's less pressure. I always thought of myself before, now I think of other people. I know people care for me. I care for other people. (2-4)

I'm more open-minded. I understand myself and people better. . . . Most important, I learned to trust people. When you trust someone, you start to understand them. (2-10)

Guidance: I like to work with other kids. I understand myself through it. It's helped a lot of kids who feel rejected. (4-3)

Guidance: We get into the human being. How he feels and how he reacts. I'm learning what is most important, about other people and about myself. (4-5)

Problems and Shortcomings of the Program: As mentioned at the beginning of this section, students seemed somewhat defensive in talking about problems or things they didn't like about CSC. Since they are strongly committed to the program, they were reluctant to discuss anything with an outsider that might undercut it. In response to question 1, there must be some things about the school climate that students don't like but didn't mention. The responses to question 3 concerning aspects of the educational program the students didn't like are not reproduced, since many students didn't answer and forced responses from others didn't seem valid. Somewhat the same reaction was prompted by question 3: "What is the biggest problem that you have at the school?" It would be probably much easier for an insider to get a frank analysis of the program's shortcomings from the students' viewpoints. With these limitations in mind, here are the problems that students cited:

Disruptive behavior

Downstairs	6
In school	3
Total	<hr/> 9
Lack of student responsibility, including cutting	4
Drugs	2
Stealing	2
Program too disorganized	2
Fighting	1
Mandatory class attendance	1

Black Student Sample: No significant differences were observed between the responses of the sample of five black students interviewed and the sixteen other randomly selected students. None of the black students mentioned race relations as a problem when asked about the significant problems of the school. The responses of the black students were combined with those of the other students as a basis for the analysis of results.

Teacher Interview Results

It was in the teacher interviews that I felt the greatest degree of openness. In contrast to the students, teachers were anxious to talk about perceived problems in the program. In a sense, their responses were opposite to the students; their emphasis on self-criticism made them underrate program successes. All teachers, administrators, and NYC counselors who worked with students were interviewed, and all secretarial staff members were interviewed except one.

Staff Members' Conception of their Role: In describing "the most important part of the teacher's job at the Center," teachers gave the following

responses:

Relating to students and understanding them on a personal basis	15
Getting students to function responsibly in society	4
Drawing students into learning	3
Improving students skills	2
Involving students in making decisions about their learning	1
Encouraging students to exert control over their own lives	1
Teaching kids to think and reason	1

Most teachers saw honest relationships with students based on an individualized understanding of their concerns as the foundation on which the program rested, the first duty of the teacher:

- Relating to the kids. (1-1)
- Make human contact with these people. (1-2)
- To treat youngsters as human beings. (1-4)
- Relating to the student as a fellow human being. (1-7)
- Concern for the individual and helping him with his problems. (1-19)

In response to this question, several teachers explicitly described establishing such close relationships as the basis for subsequent learning activities:

- Making human contact with these people. Use that contact to draw them into the process of learning. (1-2)
- To relate to the kids. To make them feel welcome and feel good about themselves. To have expectations toward learning and improving skills for life. (1-11)

It seems that most staff members would be in agreement with this two-step process, since the predominant answer to question 2 ("What kinds of demands or expectations do you try to develop in working with students?") dealt with

encouraging students to assume responsibility for their own behavior, to become independent learners, and to plan where they want to go and then get there:

Increasing independence and responsibility for self	9
Students should express honest feelings	5
More social responsibility and sensitivity	5
The second rule: be a reasonable human being	3
Press each individual to limit of his ability	2
Develop a sense of workmanship, of pride in completing a task well	2
Regular attendance	2
Rekindle curiosity	1
Ability to explain and defend an idea or answer	1
Show students some adults do care about them	1

The attempt to develop student independence and responsibility for self was expressed as follows:

To help them see they are responsible for themselves and their behavior. (2a-4)

Press them to be realistic in their goals. What they need to know to get to some place they want to be. (2a-5)

I try to draw them into doing something; anything at first. Then, to get them to complete a project. (2a-9)

The expectation I have in working with students is that they will start to set goals. (2a-15)

The consistent concern with interpersonal development was expressed in the responses of five teachers who expected students to "express honest feelings." Again, several responses indicated a close linkage between development in the interpersonal area and subsequent development of independence and competence:

Expectation of honesty in dealing with you. Expectation that the student work on those areas in which he says he wants to work in an increasingly consistent and independent way. (2a-10)

The responses to the first two questions suggest some important issues about which there is some fairly wide consensus among the staff. They also reflect an area of disagreement about a fairly fundamental philosophical question: the individual's relationship to and responsibility to society. Some staff members see their role as helping the student adjust to certain norms of acceptable behavior, norms which they themselves generally value:

Since the Center is career-oriented, I would imagine one of the most important parts of the teacher's job would be to help prepare the student, both in terms of basic tools (reasoning, reading, etc.) and in terms of adjustment to the future world of training and work. (2a-13)

To make a responsible citizen who will be pleasant regardless of the circumstances. (2a-17).

Responsibility to themselves and others. Honesty to themselves and others. Punctuality and stick-to-itiveness.

Other staff members acknowledge less responsibility to the norms of the larger society and feel these norms are secondary to personal development. They place their primary emphasis on the individual's development in whatever direction he wishes to pursue. Although they feel it is important for the student to learn how to "operate" within the society, they tend to view many of its rules as pragmatic strategies for survival.

In spite of this disagreement, it is important to reemphasize some objectives of education at CSC about which both sides in this controversy generally agree:

- (1) The development of interpersonal relations is an important aspect of the educational program.
- (2) The development of skills is an important part of the educational program.
- (3) Students must become increasingly independent and responsible for their own learning and their own actions.
- (4) Students should understand what the society expects of them and be able to function effectively within the framework of those expectations.

Limits of Behavior: Question 2b asked what behaviors were clearly out of bounds at CSC, and the responses broke down as follows:

Physical attacks on others	11
Verbal attacks on others	4
Keeping others from working	4
Drugs in school	4
Profanity	4
Vandalism	3
Disruptive behavior	3
Anything that threatens community survival	2
Failure to meet minimal job standards	1
Excessive absence	1
Failure to complete required work	1

Once again, there are some areas of general agreement and some conflicts evident. There is wide consensus that physical attacks on other students are clearly out of bounds. Other interference with the rights of other students by disrupting their work or carrying out strong verbal attacks on them were also mentioned fairly often and would probably be endorsed by most people. Drugs and vandalism were not mentioned spontaneously by everyone, but staff discussions of results clearly indicated that these were out of bounds. On the other hand, there is (judging from observational evidence) a disagreement about whether or not profanity is a taboo behavior.

In addition to conflicts about whether specific types of behavior are "clearly out of bounds," staff members disagree about the manner in which one should deal with "out of bounds" behavior. Some staff members feel that the absence of clear limits allows students to perpetuate levels of behavior

well below their potential. This philosophy holds that the imposition of some clear boundaries for what is acceptable would be helpful to students:

Students should be dropped after ten unexcused absences or if they fail to complete work for a teacher. (2b-14)

On the other hand, some staff members feel that a key to the Center's success in working with students has been the absence of specific rules and a flexibility in bending to the particular situation. In describing the expectations he had for students, one staff member said:

Try to work within the framework of the three rules (Be here, Be a learner, Be reasonable). Especially reasonable. I try to project this idea across cultural differences. To deal with the kids own conceptions of what is reasonable. Kids usually respond to this if they are in control of themselves at the moment. At other times, I just try to get them out of the situation and we talk later. (2a-7)

Most and Least Effective Parts of the Program: Here are teachers' judgments

about what parts of the program are most effective:

Skills	7
Guidance	5
Anything that builds interpersonal relations	5
All parts reach certain people	4
Job experience	3
Woodshop	2
Informal interaction	1
Art	1
Where ever they learn to think	1
Any activity increasing independence	1

The staff judged the following aspects of the program least effective:

Core	8
Guidance	4
Anything that emphasizes content over process	3

Can't say	3
Outside classes and trips	2
Any courses that lack diversity	1
Instability of class composition	1

Like the students, teachers tended to rate the skills and guidance aspects of the program as most effective, and their reasons for judging them effective were similar to the students' reasons. Emphasis on interpersonal development came out again in judgments that the most effective part of the program was anything that builds interpersonal relations. However, even staff members who were willing to judge one part of the program most effective emphasized that different parts of it and different teachers were working successfully with different individuals:

Not any one part. Each kid picks up on a part, either through the task or through the personal attachment. Anything that deals with the process of relation with kids is OK. (3a-7)

All parts are beneficial. (3a-7)

The job experience was mentioned by three teachers as being the most effective part of the program. Some comments from parent interviews discussed later support the position that the job component is extremely important for some students.

In judging which parts of the program are least effective, teachers most often mentioned core. It should be pointed out that this survey was taken in the late fall, and the core program was at that time undergoing considerable modification. A second interesting result in question 3b is the judgment of four people that the guidance program is least effective. Thus, guidance is rated both "most effective" and "least effective" by a number of teachers. This disagreement is related to the division among the staff discussed

earlier about the relative importance of personal development versus adjustment to the world.

Staff's Perception of School Problems: The question "What is the biggest problem you face in working on the staff here" was deliberately general, to allow staff members to choose whatever type of problem they wanted to focus on. Responses were as follows:

Staff relationships and organization

Lack of good communication and cooperation by the staff	8
Need to find out how others are dealing with specific students	3
Staff organization	1
Departmental structure	1
Lack of a second in command	1
Tying classroom and job experiences closer together	1
Total	15
Work load; not enough time	7
Work with students	
Getting kids to achieve goals, work independently	2
Not reaching some kids	2
Not enough patience with kids	1
Total	5
Lack of long-range planning and direction	2
Attendance	1
Locating kids when you want to work with them	1
Lack of understanding from people in the city who might work with the program	1

Both the emotional tone and content of teachers' responses to this question reflected the exceptionally self-critical attitude which characterizes the staff. This critical approach clearly has beneficial aspects; it also demoralizes people and causes them to overlook substantial program successes that are reflected clearly in student responses.

The most frequent problem area cited was staff relationships. Staff members cited conflict about the directions the program should take, lack of cooperation between staff members, and lack of communication regarding successful work with individual students:

The biggest problem is the direction of the program. Not as suitable as it might be. Other alternatives can be explored. Problem of articulation between people. We have to know where we're at. How to interrelate with each other toward a common purpose. (4-3)

Our fragmentation. People are gone here and there. Staff needs some set-up-building experience. Time with other staff members needed, especially informally. Students must come first, but in the long run, lack of time with the staff hurts work with students. (4-7)

I'd say the knowledge that in some areas we are polarized on what basis the center should operate. (4-13)

Communications with others. Not enough time to find out what else is going on. Not enough time to find out how other teachers are dealing with particular students. Have problems with who others might be reaching. (4-5)

The second major area of concern was the lack of time to do everything that seemed necessary to make the program work. Staff members spoke of the need for more time to work with other staff, to design projects for individual students, and to keep accurate records. They also spoke of the uneven nature of the work load.

The third area of concern, effectiveness of work with students, is consistent with responses to question 2a in which staff members expressed a desire to help students become more independent, responsible, and able to follow through on commitments.

Patterns of Staff Relationship: The final question asked of staff members was as follows: "Which person on the staff do you talk with most about problems, students, how things are going, etc? Who would you rank second in that regard?" Figure 1 indicates the responses to this question. The two arrows going out from each circle indicate the two persons talked with most. Names have not been filled in in this diagram, but a diagram with names indicated has been supplied to the program director for whatever use the staff wishes to make of it. The clusters of staff members indicated in the figure represent groups of people who talk with each other most frequently. For example, there are no arrows going out of group 3, only one arrow going out of group 2, and one arrow going out of group 4. There are four arrows going out of group 1; three of them go to one person who forms a communication link between the two groups. After these communication groups were identified (by attempting to minimize the number of arrows that cut across group boundaries), the nature of each group was specified. These specifications are consistent with various areas of the program: (1) NYC work counselors, (2) Skills and Guidance, (3) Administrative and Secretarial, and (4) Core.

Two qualifications should be kept in mind in examining this material. First, the nature of the question that was asked influenced results. Different results might have been observed with a different question: "Who do you like most on the staff?" "Who do you go to for advice before you make an important decision?" Second, if staff members had specified a third, fourth, and fifth individual they talked with, the boundaries between areas might have been almost impossible to draw.

The responses do not indicate that there is no communication between the various areas. Observations in the school indicate that there is far more

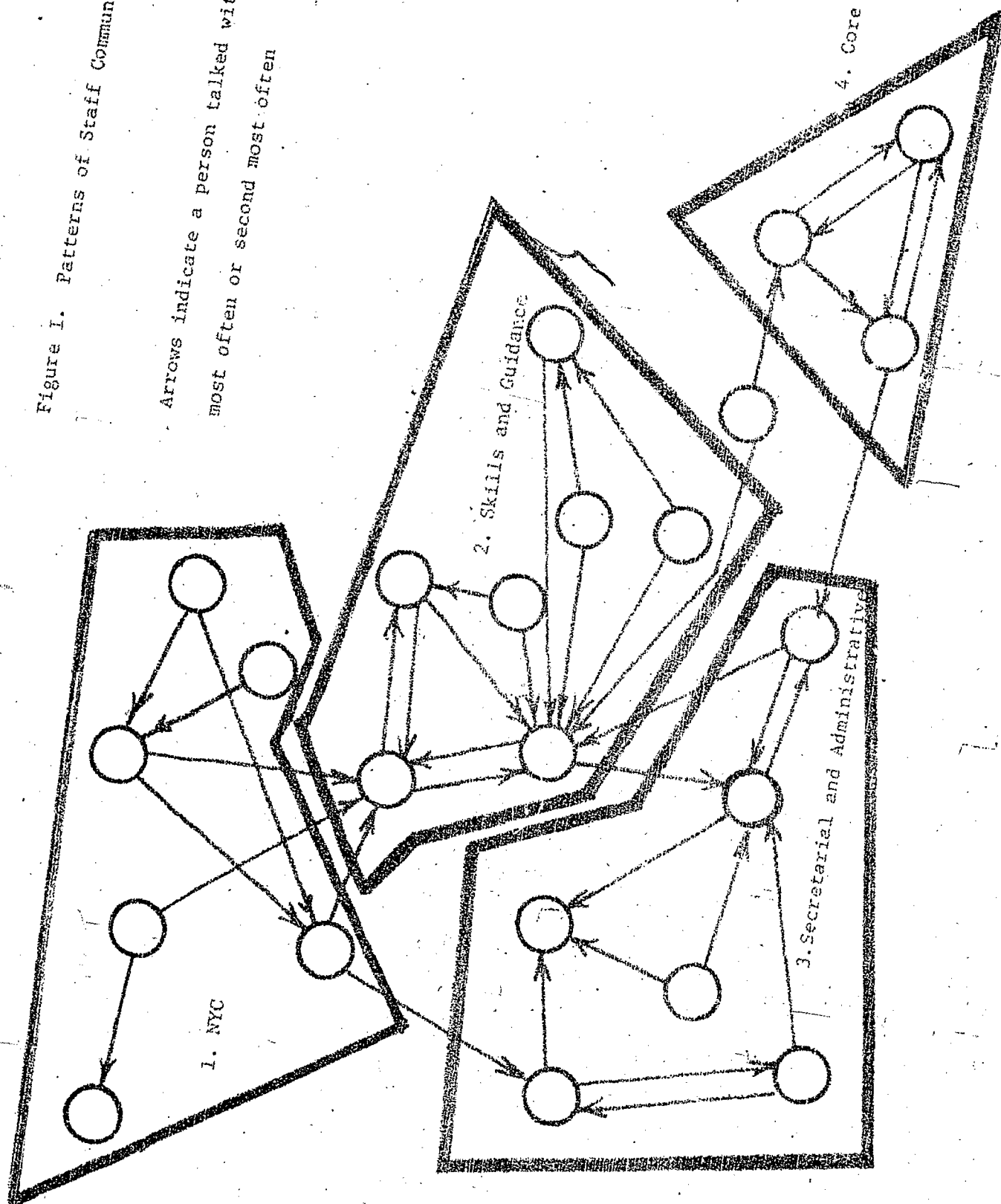
communication within the staff than in a traditional school. However, the diagram does indicate that the most frequent communication is within the designated groups. Group 1 (NYC work counselors) tend to talk mostly with each other, and this group's physical separation from the rest of the program reinforces this pattern. Members of the NYC group talk most frequently to the counselor in Group 2 (Guidance and Skills) with whom they have worked frequently in the past. Group 1 members also differ from some of the members of other groups on the issue cited earlier: they tend to regard the program's emphasis on guidance and emotional growth as a misdirection and feel the program should put more emphasis on ability to adjust to the realities of society. Group four consists of three young teachers who have done the bulk of the core teaching and outside class contact. Issues relating to the success of core and perhaps also issues of young versus old teachers have solidified them as a separate group. Group 2 is interesting because it unifies two separate parts of the program (guidance and skills) and because it incorporates both experienced and inexperienced teachers. Some Group 2 members are in strong conflict with members of Groups 1 and 3.

Parent Interview Results

In terms of the relative openness of the three sets of interviewees (students, teachers, and parents), the parents seemed most guarded in their answers. This cautiousness is not surprising in view of the fact that most of the parents' previous contacts with children's teachers and other school staff members have dealt with the students' difficulties in or conflicts with the school. In the process of the interview, the majority of parents seemed to loosen up substantially, and despite communication difficulties, some useful conclusions can be established from this interview information. The staff

Figure 1. Patterns of Staff Communication

Arrows indicate a person talked with most often or second most often



members who accompanied me in these interviews played an important role in establishing a more relaxed tone as the interview progressed.

Thirteen of the sixteen families in the target sample were interviewed. The other three were not available during the three days in which the interviews were completed. In all but one case, the mother was the parent interviewed.

Parent's Perception of Student's Previous School Experience: Parents were asked "How did _____ get along in school before he came to CSC?" From their responses, it was possible to categorize the reasons parents gave for their child's previous problems in school:

No explanation; it just happened	5
Psychological: hot temper, withdrawn child, likes attention	3
Conflict with a particular teacher	2
Nature of school schedule	2
Got behind in basic skills	1
No friends at old school	1
Had no problems	1

The students' behavioral response to these problems in school can also be described:

Left school or refused to go	9
Conflicts with teachers; disrupted classes	4
Fought with other students	1
Parent didn't know of any problem	1

One strong impression I got while listening to responses to this question was that parents generally had little insight into the personal dynamics of their child and their relation to his conflict with the traditional school.

This observation may not be accurate, since, parents may have merely been reluctant to talk in detail about their children's past school experience. However, only two parents provided a detailed explanation of how their children's personal development and temperament interacted with the school situation. Most frequently, the parent gave no explanation for the problem; it just happened, often (in the parent's judgement) quite suddenly at a specific time:

In September 1967, he started acting up against the teachers. From then on, he fought with them all the time. (1-2)

He did well until May of 1968. (1-3)

Question 2 asked parents "How did ____ get along at home when he was having these problems at his old school?" The responses were as follows:

Withdrawn; wouldn't talk	5
Nervous; mean; argued	4
No problems	3
Argued with siblings	2
Was never home	1

Whether the student's response to his difficulties was to withdraw, argue with his parents, or leave home, there was little parent-child communication when these problems occurred in school, and some students concealed their problems from their parents completely until the school or courts took drastic action:

She would come home and listen to the radio. I left her alone. She would talk about what she didn't like. I would tell her to just forget about it, but she didn't want to. (2-4)

He never had a problem getting along at home. But he didn't like to talk about his problems. He had no respect for me when we talked about them. (2-5)

He was sassy. He came and went as he pleased. (2-9)

She kept it from us. She didn't want me to know about a lot of that stuff. (2-12)

He spent most of his time at home, watching sports on color TV. (2-13)

Changes in the Student Since Entering CSC: Questions 3a, 3b, and 3c asked what changes had taken place in the student since he entered CSC in the areas of schoolwork, friends and spare time, and behavior at home. When asked for specific areas of improvement in schoolwork, parents cited the following:

Improved attendance	6
Personal and interpersonal growth	5
Good work in job placement	3
Skill development	1
No change	2

The most frequent response was that the student attended school more and was actually anxious to go to school in the morning:

He goes more often to school. I don't have to get him out of bed. (3a-7)

He likes the teachers and kids. He doesn't want to miss even when he was sick. (3a-9)

She take more interest in living. She wants to go to school in the morning. (3a-8)

He gets mad when he oversleeps. He tore up his room the other day because he was late. (3a-15)

Development in the personal and interpesonal area was also cited frequently by parents. They described various students as being more "relaxed", "self-confident", "alive", "mature", "responsible", and "easier to talk with".

to their child's ability to go to work regularly and assume responsibility in a job placement:

She works regularly and keeps other kids out of trouble. She works with little kids and takes them around. She does a real good job. (3a-14)

He likes his job. He takes a real effort to get there. His supervisor said the other day, we can use ten more like him. (3a-5).

Parents were next asked whether the student's friends or the way he spent his spare time had changed since he went to CSC. Most answers focused on friendships:

Has same friends as before	5
Has different friends	4
Has different friends and they are better for him	5
Has different friends and they are worse for him	0

Finally, parents were asked how the student had changed at home since coming to CSC:

Changed for better	
Talks with family and joins in more	4
Can talk better	2
Not so sassy; hostile	2
Happier	1
More responsible	1
No Change	4
Changed at first, but now more like before	1
Changed for worse	0

Of the parents who cited positive changes in their children, several spoke of an improvement in communication with them as compared to the period before the student went to CSC:..

She'll sit and talk more. Joins the crowd. (3c-1)

Not so much temper. Much easier around the house. (3c-4)

Much better. I can talk with him. (3c-5)

More outgoing. Gets along with people a little better. (3c-15)

In summarizing the nature of changes in students as they are perceived by parents, one sees a pattern of highly positive changes (from the parents' viewpoint) in the areas of schoolwork, friendship patterns, and relationship to the family. No parent said that his child was doing worse in any of these areas since he began attending CSC:

Schoolwork

Cites positive change	13
Cites negative change	0
No change	2

Friendships

Cites positive change	5
Cites negative change	0
No change	9

Family Relationships

Cites positive change	10
Cites negative change	0
No change	5

Student's Vocational Interests: Parents were asked a series of questions concerning the student's future plans: "Has _____ ever mentioned any plans for the future? Ideally, what would you like _____ to do after he leaves school? Do you think he will do that the way he's going now? What do

you think is the most likely thing to happen to _____ after he leaves school?" Parents reported that students' had mentioned the following vocational preferences:

Nursing	1
Job Corps	1
Hairdresser	1
Teacher	1
Armed Services	1
Fireman	1
Mentioned many; changes all the time	2
Never mentioned it; no plans	8

The general impression gained from examining the responses is that most of the students have no ideas about a future vocation and those who have expressed some preferences have not seriously investigated the nature of the vocation:

She would like to go into hair-dressing, but she hasn't checked on it. (4-1)

He's never mentioned any plans. (4-2)

No plans. Once he said he wanted to be the best-dressed kid in St. Paul. (4-3)

He changes his mind every day. Join the service. Be a mechanic. (4-7)

She wants to buy some things so she'll need a job. She's never mentioned anything specific. (4-12)

The parents' conceptions of those fields of work in which they felt the students might be successful was as follows:

Working with people	3
Mechanic	3
Whatever he strongly wants to do	1
Anything where he makes an honest living	1
Business	.1
A trade	1
Nurse's aid	1
Advance through on-the-job training	1

It was my impression that the vocations suggested were consistent with those generally followed by other members of the family and other young people in the neighborhood. Parents sometimes started by saying that their children should do anything they wanted, but then indicated that they had very definite conceptions of what options were possible:

I've never pushed the kids. But I think he would be happiest as a mechanic. He could do it if he would concentrate. I think he'll end up as a mechanic or in the service. (4-7)

There are several other examples of parents who felt that ideas about vocation (presumably suggested or developed at CSC) were not realistic:

She has no plans. She's been talking about the university, but I don't think she can make it. (4-6)

She wants to go to college. She would have been scared of that before. Now she's talking about teaching. I'd like to see her go to business college. I think she's too nervous to teach. She can't stand anyone over her. She does art, but she's not good enough to make a living at it. She's applied for a job at (a business firm). (4-8)

Parents' Conceptions of the Career Study Center: Two final questions that asked tapped the parents' knowledge of and attitudes toward CSC.

Parents were first asked what their children had mentioned about CSC:

They make positive comments	5
Say very little	5
Like the shop	3
Need guidance	3
Teachers are friendly and helpful	2
Worked during space crisis to keep it from closing	2
They have a lot of discussions	2
Students work on machines	1
There are not many rules	1
Likes art	1
Getting tired of it recently	1
Likes half days	1
Not much different from his old school	1

When asked what should be changed about CSC, the comments were as follows:

I don't know	5
Nothing; it's great the way it is	5
Needs more structure	3
Could teach foreign language	1
Seems like its lost group decision-making it had at first	1

These two sets of responses suggest that students don't tell their parents much about CSC and that parents know little in detail about the program except that their child likes it. Yet, parents are generally in strong support of the program because of the positive changes they have observed

in their children and because the previous conflicts with school authorities have ended:

— I don't think the school could do anymore. (6-6)

There's no way it can be improved. He likes it. (6-15)

The people who run it are great people. (5-1)

It would be an awful mistake to close the school. It's a good idea. They should keep it up. It's a relief to go through a morning without a call from the school. (6-14)

No strong criticisms of the program were advanced. Three parents suggested that the program was too unstructured, but two of these three were ambivalent about whether this criticism was valid:

From what I understand, they let the children be what they want to be. Maybe they should get after them more, but maybe not. (6-1)

_____ misses school some and is late. But I don't know if the school could have been stricter. (6-8)

_____ we've gone from too strict to too lenient. It wasn't a gradual change. (6-11)

Result Summary

- (1) Students perceive CSC as being significantly different from their previous school, and they are strongly positive about the differences.
 - (2) The two differences most highly valued are (a) the increased freedom offered by CSC and (b) the closer relationships between teachers and students.
 - (3) Students view teachers as being much closer to them (not on a pedestal) and as being aware of and helping them with their individual problems.
- As evidence that they are benefiting from being at CSC, students most often cite improvement in basic skills, increased understanding of self and others, and improved attendance.

- (5) Students like guidance best, but also mentioned skills, arts and crafts, the work experience, and woodwork as favorite areas of the program. Their most frequent reasons for liking these classes fell into two general categories: (a) the class gave them a feeling they were making specific progress or (b) the class gave them an opportunity to learn about interpersonal relationships and develop as a person.
- (6) Students were somewhat reluctant to talk about problems of CSC. Those cited most frequently were (a) disruptive behavior in the school downstairs in the depot and (b) lack of student responsibility.
- (7) There were no significant differences between the responses of the black student sample and the random sample of all students. No black students mentioned race relations as a problem in the school.
- (8) Teachers generally felt that the most important part of a teacher's job at the Center was to relate closely to students and understand them on a personal basis. They saw this as the foundation on which future educational progress must rest.
- (9) After such relationships were established, teachers saw their major task as helping students become increasingly independent and responsible for their own learning and actions.
- (10) There is a conflict on the staff regarding the relative importance of the individual's psychological development versus his ability to function within the expectations of the larger society.
- (11) There was a general consensus among teachers that physical attacks on one student on another were clearly "out of bounds behavior". Verbal harassment with others, keeping others from working, use of drugs in school, and profanity were also mentioned by several indi-

viduals as clearly out of bounds.

- (12) Staff members disagree on how flexibly limits on behavior should be interpreted in the light of differences between individual students.
- (13) Teachers judged Guidance and Skills the most effective part of the program and ~~Care~~ least effective. However, many people emphasized that all parts were reaching specific students.
- (14) Staff members felt their most important problem was lack of effective communication and cooperation on the staff and that their second most important problem was insufficient time to do everything that needed doing.
- (15) Patterns of communication on the staff tend to follow program area lines: 1. NYC work counselors, 2. Guidance and Skills, 3. Secretarial and Administrative, and 4. Core.
- (16) Most of the parents interviewed gave explanations of their children's previous difficulties in school that described the child's personal development and dynamics. When asked to describe the students' behavior at home during his period of trouble at school, most parents indicated that there had been very little productive communication with their children.
- (17) Parents reported changes in their children they felt were strongly positive since they had attended CSC. These changes occurred in schoolwork, choice of friends, and relationships with other family members. No parents reported that their children were doing worse in these areas than they had before entering CSC.
- (18) Most students have not mentioned future vocational plans or seriously investigated vocational options in which they have expressed interest.

(19) Vocations suggested by parents as those in which their children would do well were generally consistent with those followed by other members of the family and people in the neighborhood. Several parents felt that ideas for the future that their children had developed at CSC were not realistic.

(20) Parents were generally enthusiastic about CSC, based on improved student attendance, general positive comments about the program by students, positive changes they saw in their children's behavior at home, and lack of negative feedback from the school.

(21) Parents know little in detail about the CSC program. Partly because of this lack of knowledge and partly because of their generally positive opinion about CSC, they had few specific suggestions about changing it.

III. DISCUSSION

The primary purpose of this evaluation report is not to present detailed policy recommendations, but rather to present the information that has been collected in a way that will be useful to participants in the Career Study Center program. It is the responsibility of teachers and interested students to use this information in shaping the future development of the program.

Therefore, an exhaustive discussion of the results will not be attempted. Instead this discussion section will emphasize a few areas that seem particularly important. Some ideas for future program development have already been presented in Process Evaluation Report Number 1, which discusses the atmosphere of the Center, movement into a "second stage" of learning at CSC, characteristics of successful courses from the student's points of view, staff cooperation and decision-making, and multidimensional student-faculty relationships. This report should be reexamined; I think that you might find some of the suggestions worth considering at this point, given the experiences of the program since the first of the year and continued growth in size. Some of the ideas in the first report have been repeated here as they are directly pertinent to the few specific topics I am going to discuss.

Successes of the Program: As mentioned in the section on staff interviews, many staff members are so self-critical they lose sight of the substantial successes that have already been achieved at CSC. This report clearly documents the nature of these successes. Almost all students see CSC as significantly different from their old school, and are strongly positive in

their judgments about these differences. Almost all students feel they are benefiting from attending CSC, and are able to cite specific areas of progress. Almost all parents have observed positive changes in their children since they entered CSC, and they are generally enthusiastic about the program.

Without changing its critical attitude toward CSC or minimizing problems that must be faced in the future development of the program, staff members should proceed with the knowledge that CSC, as it is currently operating, is of substantial benefit to its students.

Future Development of the Educational Program: On the basis of staff interviews, it seems that the following series of steps for a student's educational development at CSC would be endorsed by almost everyone on the staff:

- (1) The first step in working with a student must be to establish an honest personal relationship with him. An important continuing objective of the program should be personal psychological growth and interpersonal development.
- (2) After this basic relationship is established, the teacher's major goal should be to help the student become increasingly independent in his learning and actions and accept responsibility for the directions of his life. Since the duration of the student's relationship with CSC is limited, the ultimate objective is that he no longer "needs" CSC, that he can realize his goals independent of CSC.
- (3) To achieve this second step, a number of learning activities are vital. They include (a) skill development, (b) meaningful work experience, and (c) varied learning activities in social

studies, communications, and the sciences, including community based experiences.

This report provides some feedback on which aspects of this process are being carried out most effectively at the present. It also suggests that all aspects of this process are meeting with some success currently.

It would seem that with a widely shared consensus on the major educational objectives of the program and with a substantial amount of success already achieved in meeting these objectives, the collective energies of the staff could be focused on trying out ideas for reaching these objectives more fully.

Staff Cooperation: The staff indicated that their biggest problems currently was staff cooperation, and I think that the development of improved staff cooperation will be the most important factor in achieving the objectives of the program. Analysis of staff interview responses suggests that current barriers to fully effective staff cooperation are as follows:

- (1) There is a degree of tension and lack of communication between three groups in the program: 1. NYC job counselors, 2. Skills and Guidance, and 3. Core.
 - (2) Relative emphasis on personal psychological development versus adjustment to the real world separates group 1. from groups 2 and 3. The difficulties with the core program are the basis for the separation between group 3 and the other two groups.
 - (3) Staff members agree on the program objectives outlined in the previous section, but they feel responsible primarily for the success of what they perceive^{as} their own part of the program.
- To a certain extent, the program has become departmentalized.

(1) Information about individual students is shared much more readily within the three groups rather than between groups. It appears important to find ways of dealing with these issues. Some possible ways of approaching these problems might include the following:

- (1) Moving NYC headquarters to the Depot or at least having some NYC counselors work out of the Depot on a full-time basis.
- (2) Staff development sessions conducted by a neutral outsider aimed at building group cooperation for achieving all program objectives.
- (3) Deemphasis on program areas (core, guidance, etc.) which are completely identified with specific members of the staff.

The last point deserves some clarification. In any experimental program, the failures are bound to outnumber the successes. New directions should be tried out freely; if they work they should be retained; if they fail they should be painlessly dropped. Shared responsibility makes this process simple ("We tried it, but it didn't work"). Departmentalization makes this process difficult ("He tried it, and it didn't work. Those ____ people don't seem to accomplish much"). One possible method for dealing with this problems is for individuals to split their time up differently, so that current core people spend some time in job placement; current guidance people spend some time in developing outside experiences, etc.

A final point that needs reemphasizing is that the problem of staff cooperation, like other problems, must be kept in perspective. Staff cooperation at CSC is substantially better right now than staff cooperation at all traditional and most experimental schools I have visited.

Relationships with Parents: The nature of the school's relationships with parents is a tricky question. There is a strong potential conflict between student and parent involvement in the school, as several staff members have indicated. I would only suggest that relationships with parents are not an all-or-nothing proposition. In examining the information from parent interviews, I think the following three points might be worthy of staff discussion:

- (1) The strong parental support for the school might become stronger or might be sustained through some type of increased feedback from or contact with the program.
- (2) Staff member would benefit from the type of contact with parents in the home that I had in conducting the parent interviews. It would help staff members to understand individual students and to get a perspective on the types of changes taking place in them.
- (3) Parent continue to be a strong influence in shaping the development of CSC students, even in cases where there is little parent-child communication. Specific examples of strong parental influence on vocational choices came out in the parent interviews. Some type of increased contact with parents might increase CSC's ability to achieve its objectives for student development.

APPENDIX A
STUDENT INTERVIEW: INDIVIDUAL
RESPONSES TO QUESTIONS

Question 1

Where did you go to school before you came here?
How is the Career Study Center different from _____? Could you give me an example of something that happened here that shows why the Center is _____?

1. It's free. You're on your own. You can do what you want. At _____, you have to do things. They just give you the work and say -- Do it. They don't help you. They don't take the time. Here you can work at your own speed.

Example: _____ has helped me a lot with my reading.

2. Kids are more together. You're more free to talk here. You can say what you want. Do what you want. _____ was a prison. Teacher didn't care about kids. If they got their money, it was OK. They had no time to talk to you.

Example: The feeling of being accepted by kids and teachers. Teachers here want you to have a future.

3. I'm learning more. I get to do what I want most of the time. I'm not afraid somebody will yell at me or suspend me. Everyone is my friend.

Example: I was playing downstairs and got caught. _____ asked me to apologize. I did -- that was it. I haven't done it again.

4. You're not so regulated here. You're more of a person instead of a group of people. I was one of 2,000 at _____. They just pushed me from class to class. Here you're more of an individual.

Example: At _____, if you just wanted to run out of the building, no one would talk about it. Here they care if you're here. They talk about it.

Question 1 continued

5. About the same. No machines at _____. Good, because I'm having reading trouble.
6. You don't have to call everyone Mr. and Mrs. You can smoke. They don't suspend or expel you if you do something wrong. No guidance there. They don't try to help kids at _____. There is a lot of fighting at _____. Last year, I got my face kicked in at _____ and they didn't do anything.

Example: I was bad off a while back. I wanted to be put in a foster home. _____ didn't do anything. Here they called and got it done. Here on my birthday, I got a card and presents.

7. _____ had modular scheduling and free hours. We don't have them here. Teachers here are a lot friendlier. They talk to you. There are a lot more kids at _____.

Example: When we have board meetings here everyone goes.

8. They don't have guidance or skills at _____. They had woodwork, but not for girls. They had crabby teachers at _____; there aren't any here.

Example: One day at CSC I got in a fight. _____ got me straightened out. He said don't get so mad. Apologize if someone gets mad before there is a fight. At _____ you just sat in the office after a fight. But they really wouldn't do anything.

9. At the other schools, teacher make you want to fight to get to their level. Here they don't classify themselves as being higher. I know almost everyone, at least by face. Everyone's your brothers and sisters. They aren't clique groups. Schedule isn't modular here.
10. More freedom here. Not somebody telling you that you got to do this and that. Classes are not much different. At _____, every time you talked to a teacher, they said they're busy. Here they can always talk to you.

Question 1 continued

11. A whole lot different. No work program at _____. A lot more free. These teachers are more like us. They're just people in class. Kids are about the same as at _____.

Example: _____ sits and listens instead of telling you what to do.

12. It's better than _____. Everyone here is honest with you and you get along better. I like the teachers better.

13. You can smoke. There's a freer atmosphere here.

14. The rules are different. There are fewer rules here.

15. I didn't like _____. The rules were too strict. You don't have teachers bothering you. You have more freedom.

Example: One time a teacher told me to shut up at _____. That never happened here.

16. You only go a half day here. You can smoke. Classes are different. You don't have to learn things like history unless you want to. It's better because it has less rules; they don't hassle you if you're late or don't come. Teachers try to understand kids and they're interested in the work you do. Teachers don't put themselves above students. There are no cliques here.

Example: I got suspended from _____ because I didn't go. Here I always go.

17. It's easier. There's more choice in what you do.

Question 2

If the school board came in tomorrow and said they were closing the Center, how would you prove to them that you were getting something out of being here?

1. I'd show them what I've done. My reading scores. I still miss a lot but I came here more than my old school. I've learned about world affairs in core.

Question 2 continued

2. Look at my attendance card. It's better than what I did at _____. I ditched most of the time at _____. I put in sixteen hours in _____ in one week. I wanted to do it. I went from below average to twelfth grade in reading.
3. It's more relaxed. The pressure is dropped. You're not forced to try to fit in. You want to learn. At the regular high school, you were there to fill time. I'm mostly learning about myself. In skills I'm learning to read.
4. I'd show them what I've done. I can read more than 90 words per minute now. I couldn't read then. Now I want to read the paper as soon as it comes. In guidance, you get to know people better. You interest each other more. There's less pressure. I always thought of myself before, now I think of other people. I know other people care for me, I care for other people.
5. My reading. It went way up in not too long. In guidance, we talk about what's happening in life. All the crimes you've done. It tells me everybody is different. You learn about people.
6. I'd show them the machines. My reading speed has gone up — fast. Don't have textbooks like public schools. You learn to communicate with people. I've lost weight. My feelings — have changed. I care about people more
7. I want to come to school. We don't have homework. I'm more on my own. I've learned math, I never did before.
8. I'd tell them about skills and reading. At the old school the teacher stood in front of the class. Here the teacher sits right beside you. Also woodwork. I like sawing wood. Girls couldn't do that at _____.
9. I learned division with fractions, adding fractions and — reading faster in skills.
10. I picture myself as saying you're full of shit. Because I've got something out of it. I'm more open-minded. I understand myself and other people better. Last year I learned to read faster and more accurately. I can use the machines in

Question 2 continued.

woodwork. I learned about the people in government. Most important, I learned to trust people. When you trust someone, you start to understand them.

11. In the old school, I could never get math. They say it so fast you can never understand. If you ask they get mad. Here they take the time. It's not much different than _____ otherwise. Except its not such a mess. You have a chance to understand what you're doing.
12. My attendance is better. My skills have gone up. I built a bookshelf in shop.
13. My skills are better. I have changed for the better; I'm not as loud as I used to be.
14. My skills and my attendance are better.
15. My skills have improved and my attendance has too.
16. My attendance has improved here. I can read a lot better. In regular school girls can't ~~have~~ have woodshop. I'm more open-minded than I was before I came here. I can talk better now.
17. There's nothing I could use to prove or show. But I've changed in a good way. My attitude is better.

Question 3

What is the biggest problem at the school?

1. Some people take drugs. We should get the people out of here. There are some fights. Some people run down the hall.
2. Kids attitudes about the whole thing. A lot of kids goof around. Some kids don't care about school. They take advantage. They're smart to teachers.

Question 3 continued

3. We don't have a definite organized thing. We could be more organized and have more discipline. In guidance, there is no specific thing to start on. We're not too sure which direction to go in.
4. Too many kids want to stay out of class. Or if they go they get kicked out. They're not really kicked out they'll be asked to leave.
5. A lot of kids feel like pressured into class. For me, I think attendance should be voluntary.
6. Being kicked out because of somebody goofing around. None of the kids allowed downstairs.
7. Downstairs they give you too much trouble. Some kids cause trouble. They throw stuff. Other kids should talk to them. Tell them to cool it.
8. We might get thrown out. Other than that I don't know.
9. Kids hassle people downstairs. Somebody has been stealing. We never know for sure whether its a visitor or an outsider. The guidance people want the same people every day, but it hasn't worked out too well.
10. We should start dealing with one another again. There's not as much of that as there used to be. (Between students or between staff and students.) Between all people.
11. Can't get quite a few kids to classes. Some dope. If kids get caught they may close the school. People aggravate the lady downstairs.
12. People going downstairs.
People who don't go to classes or get there late. No point in their coming here if they don't go to class.
13. The student acting silly. Some people are problems.

Question 3 continued.

-45-

14. Some of the kids are screwing up in the depot downstairs.
15. I can't think of any problems.
16. Getting students to follow rule number 2: act like a reasonable human being.
17. I can't think of anything.
18. Rip-offs.

Question 4

Which class or classes do you like best? What do you do in there?

1. Skills: I read on the machines. There are a lot of things to do. If you get tired you can do something else.

My job: I do all kinds of things in an office. I have a nice boss. Not grouchy. If I can't do something he'll put me on something easier.

2. Skills: That's where I'm really improving.

3. Guidance: I like to work with other kids. I understand myself through it. It's helped a lot of kids who feel rejected.

Woodwork: I like to do projects there.

4. Skills: there's more to do in there. You can do math. You can play around and learn. It sticks in your mind when you learn something while you're playing around.

5. Guidance/psychology: We get into the human being. How he feels and how he reacts. I'm learning what is most important, about other people and about myself.

Question 4 continued.

6. Skills: I'm learning how to read. I'm learning a skill that will help me after I get out.
7. Guidance: I like to talk about different things and listen to other people.
8. Art: Because I want to be an artist or a hair stylist. But I like them all.
9. Art: I like to draw. Child care - I like little kids.
10. Guidance/psychology: You learn more there than any place else. You learn about people.

Poetry: It's me. How I feel being written down. I write my feelings on paper and they turn out to be poems.
11. My job: recreation. I want to work with kids after I graduate.
12. Guidance: We just really started getting down to some issues. It's fun to talk in there. I think we're going to learn a lot about other people.
13. Guidance: It's different because you get to know people.
14. Crafts: Because you get to make things.
15. Guidance: Because you can do what you want to and talk about what you want to.
16. Crafts: In crafts you can make stuff; it's not like guidance where you just talk.
17. Guidance: In guidance everyone helps to solve a problem you have. You can get into the mood and tell people how you feel.
18. Guidance: (No reason given).

APPENDIX B
INTERVIEW: INDIVIDUAL
RESPONSES TO QUESTIONS

Question 1

What is the most important part of the teachers' job at the Center, from your point of view? Could you give me an example of a time when you really felt you did ____?

1. Relating to the kids. Before anything can happen in the traditional teacher's role, we have to build bridges, get acquainted, find out about likes and dislikes. I find out how they feel about their own reading ability. How it might tie in with their life. Kids are involved in deciding how much work to do in skills.

Example: Student interested in being a pimp. Got him books about pimping. Discussed problems, dangers of pimping with him.

Example: ____ left the lab for awhile. But I talked to her so she knows she can come back later.

2. Make human contact with these people. Use that contact to draw them into the process of learning. Taking them from an alienated position and getting them to understand how to function in society.

Example: Kids need lots of attention and positive feedback. They do most things around here not for themselves but to please others.

3. ____ in guidance, talking about a boy who put his arm around her. She didn't like it. I said ____ I used to put my arm around you and you didn't like that either. She said now I don't mind. Feel I have a trusting relationship with her now.

4. To treat youngsters as human beings. Listen to them. Help them put it together. To find out where they're at.

Example: I talk to people about liking myself before others. When that comes its key comes when you least expect it. This morning ____, who is always bothered by her mother, didn't respond to baiting. She said she was happy today because she dealt with her mother and it didn't bother her. That's when people are free to learn.

Question 1 continued.

5. Just reaching these kids. Getting students to see there's something beside what they've had. Education is life-long. That they can have control over their own lives. That they can be self-educating.

Example: _____ has problems with her mother. I told her not to respond. It's worked.

6. Developing the ability to think and reason.

Example: Kids who used to just blurt out any answer in math, who were very tense. Now they think through answers to questions.

7. Relating to the student as a fellow human being.

Example: In group guidance at times when you have had common experiences or common emotions and you both realize it.

8. The capacity to make the most of whatever existentialist-type situation occurs between teacher and students. To capitalize on the moment to make the youngster see the potential for learning in almost any situation.

Example: We watched city government for several hours. I kept notes on the issues dealt with. We then role-played the issues with me as advocate and the students as judges. They get caught up in the difficulty of making these decisions. It affected their capacity as observers.

9. Being a person in general. Not being up on a pedestal. Individual counseling.

Example: A kid may be down. In a regular school no one would notice. _____ was down today. I talked with him and he feels better.

10. To survive and relate to students.

Example: I was afraid to deal with a student because I was afraid of him. Then I finally opened up and talked with him. Our relationship is gradually growing.

Question 1 continued.

11. To relate to the kids. To make them feel welcome and feel good about themselves. To have expectations toward learning and improving skills for life. To help students achieve in these areas by making the classroom exciting and stimulating.

12. Teaching students with limited reading skills and writing skills to develop these skills to the full extent of their ability.

Example: _____ has indicated he is very desirous of learning to improve his skills to the point of completing an application form or reading the want ads for work.

To relate to students specific needs. To better understand their behavioral patterns. To develop a sense of responsibility as far as proper attitude toward school and work.

13. Since the Center is career-oriented, I would imagine one of the most important parts of the teacher's job would be to help prepare the student, both in terms of basic tools (reading, reasoning, etc.) and in terms of adjustment to the future world of training and work.

14. Improve study skills -- reading and math -- and the desire to learn. _____

Example: _____ did a fantastic job of improving his skills. He upped his level of reading by many grade levels.

15. The most important role of a teacher is to understand the needs of a student relative to that student's abilities, attitude, temperament, and emotional stability. Having this knowledge, the best program can be created for the student.

Example: a specific example where this was not followed and brought on these realizations about the teacher's role was when _____ although she seemed a good candidate for employment with _____ failed quickly on the job because her complete emotional records had not been included in her student records.

Question 1 continued.

16. To relate to students. To be able to empathize with them and understand their needs and problems.

Example: I feel my placement of _____ last year and my follow-up and encouragement of her on the job and at school was helpful. The job and school plus encouragement of many people has helped her a great deal.

17. To make a responsible citizen who will be pleasant regardless of the circumstances. I've noticed a change in some student's behavior, specifically in the student's hostility in social situations.

Example: receiving tokens.

18. Relating to the students. Trying to understand all their problems.

Example: When I talk to students I attempt to be understanding of their problems.

19. Concern for the individual and helping him with his problems.

Example: I got _____ to recognize her weight problem and put her on an experimental diet, which resulted in weight loss.

20. Getting to know the students, having personal contact with them and providing information for them.

Example: When a student experiences a new success or when they are personally interested in some information.

Question 2a

What kinds of demands or expectations do you try to develop in working with students?

1. Varies with the kids. You should maximize potential. Lean on a kid when he has it. For kids at grade average improve

Question 2a continued.

comprehension and basic math skills. Concrete record-keeping is crucial. Reinforce any accomplishment. Review work when he finishes. If you have concrete standards, you praise the accomplishment, not the individual. It's more believable.

2. Try to make contact. Attendance is a signal. Trying to keep individuals busy. Find things that are interesting. Have succeeded in finding topics that kids like.
3. Expressing honest feelings. Or being able to say you can't honestly express yourself on a particular subject. Getting kids to admit and accept where they are. Moving from closedness to inter-relatedness.
4. To help them see they are responsible for themselves and their behavior. Take own attendance. If there is something I don't like I try to be straight about it. I hold the kids responsible for telling me honestly where they're at.
5. Press them to be realistic in goals. What they need to know to get to some place they want to be. Get them more concerned about people. Suggest alternative ways of achieving goals.
6. I try to get them not to focus just on what the answer is, but how to attack a problem in an effective way. Perseverance. Keeping at it regularly. If they come in once a month, they've forgotten what they did a few months before. Progress is phenomenal for people who work regularly.
7. Try to work in the framework of the three rules (Be -- a learner, here, reasonable). Especially reasonable. I try to project this idea across cultural differences. To deal with the kids own conceptions of what is reasonable. Kids respond if they are in control of themselves at the moment. At other times, I just try to get them out of the situation and we talk later.

8. The thing I'm sure about is that human beings are curious. My most important concern is to rekindle that curiosity as a first step. Then I try to help the youngster to see how curiosity can be satisfied by seeking information, opinion, etc. By combining facts, by theorizing or just guessing.

9. Most of the kids are down on grownups. I try to show them there are some who care about them.

I try to draw them into doing something; anything at first. Then to get them to complete a project. One kid has worked 6-7 hours in the last few days. Another is scared of a big project but working up to it. I want them to learn to work on their own. Not always looking for help.

10. Expectation of honesty in dealing with you. Expectation that student will work on those areas in which he says he wants to work in an increasingly consistent and independent way.

11. Work on the three rules of the Center. Also no weapons, drugs, or physical violence. My expectations vary with different students.

12. Attendance in class, attention to work, creating a sense that they can do. A sense of workmanship in learning tasks. In short, high expectations for kids when others have given up on them.

13. I expect students to perform in their jobs to the best of their abilities. Job and school attendance should be improved. I also feel that when we are interviewing a student others should keep out of the office. When certain codes are set forth these should be followed and carried out.

14. A sense of responsibility and maturity. Being a reasonable person on the job in keeping with the same request from the Center.

Question 2a continued.

15. The expectation I have in working with students is that they will start to set goals.
16. Demands should not go beyond the maximum ability and emotional level of the student. If you attempt to push someone beyond this point, other problems are created.
17. Responsibility to themselves and others. Honesty to themselves and others. Stick-to-it-tiveness. Punctuality and reliability. I feel students should have more than one chance.
18. Honesty from the students. I expect to be able to tell them not to do something unreasonable just once -- like play with the phones -- and have them respond without repeating it again.
19. What I expect of my children. Courtesy, self-respect, and good manners.
20. Being honest with themselves. Expect them to face what they are doing to themselves in the area of health.
21. I want to try to help students set their own goals, rather than setting up a list of things for him to do.

Question 2b

What are the limits, what do you feel is clearly out of bounds as far as student behavior goes?

1. Anything that threatens the survival of the community or any of its members. Attacks, physical or verbal. Behavior that keeps other people from working. Drug use or possession in school. Hassling people in a way that means loss of the lease.
2. Anything that interferes with someone else's ability to concentrate. Hanging out windows.

Question 2b continued.

3. Blatant cruelty to others, verbal or physical. Don't think I'm good at process of discipline in the hall. Feel I handle it well in class.
4. Physical attacks. Also serious mental violence. May not say "don't do that" but I tell them how I feel about it.
5. No fighting or hitting other people. Kids should police themselves. Have respect for themselves.
6. Physical violence with malice. People coming to school high who interfere with others.
7. When people are trying to work don't create a situation where others can't work.
8. Unreasonable behavior. Roller-skating, pushing kids in wheel chair (used as go-cart) in the hall.
9. Fighting, violence, they're out.

Then I also try to direct kids away from a life style I would call uncouth e.g. loud profanity when guests are here, stamping out cigarette butts on the floor.

10. Fighting. Try to talk it out. Throwing food. Vandalism. Chasing in the halls.
11. Any behavior that would physically injure someone else is out of bounds.
12. Physical or mental abuse of another student. Abuse of equipment. Interfering with the attention of others in learning tasks.
13. Behavior that goes beyond the limits of reasonable performance on the student's job.

14. No drinking or drugs. Students should be dropped after 10 unexcused absences or if they fail to complete work for a teacher. The social worker should be more active in following up students missing classes or jobs.
15. Any behavior that would cause physical or emotional harm to another individual.
16. Behavior that would be physically or mentally harmful to themselves or others. Also, foul mouth around others should be frowned on. Also stealing and cheating.
17. Excessive cursing is out of bounds and shows a lack of respect for fellow human beings.
18. I refuse to listen to foul language after I have made it known to the student that swearing is out of bounds.
19. Physical violence to each other. Destroying school property. Using drugs in school.

Question 3a

What part of the program do you feel is most beneficial to the students? Why?

1. Guidance for some. Skills for some. For some informal interaction. Testing success. Not have to compete. Anything that provides them with affection. Art builds peer relationships.
2. Human contact is basic in any part of it. Get skills first. Then get them out into the community. For example, we went to a movie. Suburban kids at the movie were acting out. Our kids are never like they were.
3. Guidance because it helps a person put something together for themselves. When you have a good feeling about yourself, you can look at what you need in the educational area. Then a person can say "This is what I want for me".

Question 3a continued.

4. Hard to answer. All parts reach people. One to one as opposed to classes.
5. I'm not sure. Communicating interest to the student in any situation. (Classes are merely vehicles). Content is of secondary importance. Guidance is good because it is specifically set up to deal with this. All classes could deal with interpersonal issues at times. They could move back and forth from conflict to group relations.
6. We need a balanced program. Wherever students can best learn to think. Whatever part of the program that is.
7. Not any one part. Each kid picks up on a part, either through the task or through the personal attachment. Anything that deals with the process of relation with kids is OK.
8. Very difficult to know. I run into different people who say they are held here for different reasons. Variety of activity whether any course is important. Provides more hooks for kids to catch their imagination on. This legislates against big long-term projects.
9. All parts are beneficial. Skills good because some kids really need it. Guidance good because kids learning to deal with problems. In woodshop, they learn skills they may never use again, but they are learning to use their hands, to relax and enjoy themselves.
10. Any part regardless of label where building honest relationships is possible and where students can gain increasing independence and perserverance in carrying out work built on their own concerns.
11. Skills. Its difficult to say, but students seem to respond well to their achievement. This activity is closely inter-related to guidance.

Question 3a continued.

12. Guidance because it builds a strong bond between staff and students by having an accepting atmosphere and developing positive attitudes of self-regard.
13. I feel the skills development area is the most beneficial. Especially as needs develop to better enhance their work experience.
14. I feel the NYC (job experience) is most beneficial if it is properly supervised and adhered to by both the supervisor and students. In terms of the courses at the Center, certain aspects of the skills lab and American Industry are very beneficial.
15. On the job training. Developing pre-job skills and work habits. Finding success by doing something successfully on the job.
16. The work experience program, generally speaking from the attendance standpoint. It seems to me that more students attend their work stations more times than they attend school.
17. Reading at their own level and pace and learning about themselves. I feel the job has possibilities of helping most, but needs reinforcing and restructuring.
18. Guidance. It meets student's needs most directly.
19. Skills. You have to have basic skills and learn to respect you fellow students.
20. Guidance. I think it meets the student where he is and helps him go from there.
21. Skills. Students have to learn how to read and do basic math. This area has given the students trouble before and resulted in some leaving school.

Question 3b

What part is least beneficial? Why?

1. Core. At least for many kids, because our kids needs are so immediate. They have trouble following through on things.
2. Core - assumed intellectual curiosity that doesn't exist. Guidance - good for some kids. I'm afraid it reinforces some anti-social behavior by being so accepting.
3. Content emphasized over process. Core is like this, but it could be easily changed.
4. Leaving the building, when it's not well planned. When expectations are not clear. Gives a kid an excuse to cut out. An opportunity to act out the "street experience he knows so well."
5. I can't answer.
6. Not enough experience to evaluate that.
7. Anything that recognizes content over relationships is not good. Core works more on content not related to the kids. You need to get more into issues that touch the student directly - survival issues.
8. Lack of diversity. Lack of freshness.
9. Kids aren't turned on by core. But core is improving more with more options.
10. Any part regardless of label where content is arbitrarily picked, so that it doesn't connect with student concerns and blocks honest relationships. Any part that lacks "flexible structure" that provides too few options or skips from one thing to another, giving kids no sense of achievement.
11. Core. This area was most rigid and disinteresting to students, but now has made some adjustments and is getting more response from the students.

Question 3: continued.

12. Freedom to change classes almost willy-nilly on the spur of the moment. Result is the almost impossibility of establishing a healthy classroom group and sequential learning activities.
13. The least beneficial is core games.
14. I feel guidance (where so many adults deal with personal problems) is "least beneficial." It simply gets too much after a while.
15. Core and guidance need to be restructured.
16. Courses like "Film Festival" where they go outside the school.
17. Communication. There's not much purpose in it.
18. Core. Some of the core classes are not beneficial because they do not capture the student's imagination.
19. Can't say.

Question 4

What is the biggest problem you face presently in working on the staff here?

1. Problem with job program. A difference in philosophy. Danger of turning into casual day labor, which just reinforces the kids present life-style. Will be able to work together better when we get under one roof.

Need for fast feedback of information on attendance. Because must deal with kid right away or chance is gone.
2. Presently in dealing with students. Getting them to achieve goals. I don't see enough kids making it.

Question 4 continued.

3. The biggest problem is the direction of the program. Not as suitable as it might be. Other alternatives can be explored. Problem of articulation between people. We have to know where we're at. How to interrelate with each other toward a common purpose. We need a definite structure coupled with an open communications system that will allow it to change. We need to allocate our human resources better. Who does what best. Who is in the best position to make a particular decision.
4. Lack of understanding from people who might teach classes in the community. They just want money first of all. I can't pay for outside work and I want to. Lack of long-range planning. Things done on the spur of the moment. For awhile I had nothing to do. Now there is too much.
5. Communication with others. Not enough time to find out what else is going on. Not enough time to find out how other teachers are dealing with particular students I have problems with who others might be reaching.
6. My own problems. A short fuse with the kids sometimes. Being over extended. Too tired to find some new materials I know would benefit some particular kids. Staff relations are a problem, but I think they're growing and improving.
7. Lack of second in command. So that when I'm gone someone still in charge. My being around seems to keep the tone serious for some kids. When I'm gone they relax.

Our fragmentation. People are gone here and there. Staff needs some group-building experience. Time with staff needed, especially informally. Students must come first, but in the long run, lack of time with the staff hurts work with students.
8. Lack of time to deal one-to-one with kids. Not reaching some kids.

No problem with the rest of staff.
9. Labels are getting in the way of dealing with which particular specific experiences are successful and which aren't. Questioning a part of the program means questioning a particular

Question 4 continued.

person. Labels should be dropped or put in the background. Learning experiences that people think will work should be tried out. (e.g. survival). If they don't work people should drop them. People should cooperate to try to build on one another's successes and to work cooperatively.

10. Being honest and open with all of the staff members. Also being less defensive. Lacked information from staff members that may have been useful in my work.
11. Half-time connection with the Center. Trying to do two full-time jobs.
12. Attendance in school. Also, it is extremely difficult to contact students to discuss their job performance with the limited amount of time we have. Some teachers have not allowed us to get students out of their classes.
13. I'd say the knowledge that in some areas we are polarized on what basis the Center should operate.
14. Poor building for NYC. No space for a class setting.
15. No problem with the staff. The biggest problem I find is attempting to do too many things at one time and having to hurry through some things (like evaluation forms) just to get them done.
16. Implementing programs I feel would be beneficial to students, e.g. filling station and small engine repair. Tying classroom experiences more closely to job related tasks. Making kids responsible for their actions.
17. No problems.
18. No problems, except when too much work comes at one time.
19. Getting the students interested in things. Few students pursue things on their own. Few students are able to handle independent study which is one of our goals.

APPENDIX C
PARENT INTERVIEW: INDIVIDUAL
RESPONSES TO QUESTIONS

Question 1

How did _____ get along in school before he came to the Career Study Center?

1. Elementary: She got along fine, but certain days she just didn't want to go.
Junior High and High School: It was the same way. She just wouldn't go to school. She never walked out; she just wouldn't go. There was nothing specific she said she didn't like.
2. Elementary: He had good grades and was well-behaved.
Junior High: In September 1967, he started acting up against the teachers. From then on, he fought with them all the time.
High School: He wouldn't go. He laid in bed. He got in some fights with the teachers, but mostly he didn't go.
3. Junior High: He did well until May of 1968. He was very good in sports.
High School: He never wanted to go to _____ in the first place. He had no friends there. They were helpful there, but he'd just walk out. He got involved with drug and stole _____.
4. Elementary: She was slow there.
Junior High: She didn't like one of her teachers. She would get into conflicts and then leave.
High School: She liked it at first. But she had two other relatives there. They got in trouble together. She liked most of her teachers all right, but she had a conflict with the assistant principal and one of the hall monitors. She has a hot temper.
5. Elementary: He did OK. He got in some trouble for fighting with other kids.
High School: He had a reputation and he got into fights all the time there. Stole things with his friends. Not too many teachers complained, but he cut a lot.
6. High School: She got along fine until tenth grade. She has been in and out of psychiatric hospitals. We don't know what to do. She couldn't go along with the discipline at _____. She would just walk out.

Question 1 continued.

7. High School: He did good until high school. He didn't like the schedules. He missed more than half of school. When he went he sat in the cafeteria. He was not trouble in school. He had to go to court for missing.
8. Elementary: She had a bad teacher who pounded on her. She embarrassed her in front of people. She did the same thing to my older daughter.
High School: She was very withdrawn. She had trouble getting places on time. She just quit. She wouldn't go.
9. High School: He didn't like _____. He skipped school. He was a show-off and didn't get along with the teachers. He would make faces and yell at them. Laugh in class. The principal beat over backwards to keep him in.
10. Elementary: Didn't do well in subjects. He sort of day-dreamed. He already had a problem.
High School: He couldn't read. He was so far behind. They put him in remedial classes but he didn't learn anything.
11. Elementary: He never cared for school even in elementary. I never cared for it either. He had a lot on the ball.
Junior High: He didn't do homework. He never cared for books.
High School: He started to cut all the time. But he never had any conflicts with his teachers. They only said he wasn't interested.
12. Elementary: She did fine.
High School: With the modular scheduling, it was easy for the kids to stay out of class. I don't believe a kid can be that responsible. In math, _____ was ahead of her and she didn't understand. She lost interest and began to miss a lot of classes.
13. Elementary: He did well. He was smart in arithmetic.
High School: He was doing pretty good. He didn't have any trouble at all.
14. Elementary: She did fine.
High School: She didn't like school. She didn't like the teachers. She wouldn't go. If you took her she'd come home. She didn't run around; she just came home.
15. Elementary: _____ liked attention. He would do things for attention. He wanted to do his work his own way. If the teacher hollered, he'd smile. If the work was done the way

Question 1 continued.

he wanted it done, he thought it was perfect. He was like this even when he was six years old.

Junior High: He didn't like to be bugged. He did things he knew would drive the teachers crazy. He would walk out of school, come home and eat his lunch, then go back. He knew that when he went back they were going to jump on him.

High School: He didn't like the teachers the first day. He said he knew they wouldn't like him. He was always in trouble with them.

Question 2

How did _____ get along at home when he was having these problems at his old school?

1. She was not very active. She was not aggressive at home. She would sit and listen but not say very much.
2. He was very mean. He would tease his little brother a lot.
3. He was fine at home. His mother had good rapport with him even in the bad times. His father had some trouble talking with him.
4. She would come home and listen to the radio. I just left her alone. She would talk about what she didn't like. I would tell her to just forget about it, but she didn't want to.
5. He never had a problem getting along at home. But he didn't like to talk about his problems. He had no respect for me when we talked about them.
6. We couldn't communicate with her. We don't know what to do with her.
7. He was very nervous.
8. She was pretty good at home, but she lets things throw her awful bad. She lived with her sister for awhile.
9. He was sassy. He came and went as he pleased.
10. He did as he pleased. I never knew where he was.
11. He kept everything to himself. He's not outgoing like his brothers and sisters.

Question 2 continued.

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12. She kept it from us. She didn't want me to know about a lot of this stuff.
13. He spent most of his time at home, watching sports on color TV.
14. We went round and round. Every night we fought about school.
15. He couldn't sit still long. He doesn't get along with his older brother. He won't come home unless his mother is here.

Question 3:

Do you think _____ has changed in schoolwork since he started at the Career Study Center? If so, how?

1. She's more alive. She finds she can read better and faster. She got much more out of this year than her year at _____. It doesn't help to push her.
2. He's been absent some, but less than before. He likes to go. He gets to his job on time. He knows more, like car-racing speed records.
3. He's eased up. He's not using drugs as far as we can tell. He's more satisfied with himself. He asserts himself more; he asked for more responsibility on his job and got it. But he still doesn't like to express an idea very much.
4. She seems to like it. She goes to school more.
5. He likes his job. He takes a real effort to get there. His supervisor said the other day, we can use ten more like him.
6. She did OK, but now she's not going as much. I hope she graduates. I told her the other day, if she doesn't graduate she might as well forget it.
7. He goes more often to school. I don't have to get him out of bed. He was thrilled about it at first; recently he's been a lot more jumpy. He's been waiting for his driver's license to come.
8. She takes more interest in living. She wants to go to school in the morning. She draws a lot at home.
9. He likes the teachers and the kids. He didn't want to miss even when he was sick.

Question 3a continued.

10. He understands better. Learning seems to come easier. He can read better. He reads grocery lists and letters. Reading and math were always his big drawback. He didn't like the _____ job he got at school.
11. Things he likes to do, he does very well. He's grown up in the last six months since he got his car. He's taken on financial responsibilities.
12. It was good for her, especially in the beginning. She has been able to talk about things. She understands things better.
13. It doesn't seem like he's changed.
14. She works regularly and keeps other kids out of trouble. She works with little kids and takes them around. She does a real good job.
15. He gets mad when he oversleeps. He tore up his room the other day because he was late. He seems much happier about school. He still wants to do things his own way.

Question 3b

Have _____'s friends or the way he uses his spare time changed since he went to the Career Study Center?

1. Pretty much the same friends.
2. Yes. He used to hang out with some people across town. He rarely goes over where he used to now. He has a good friend at _____ where he works.
3. He still goes around with the same general group, but within the group he spends the most time with the kids we think are a little better. He used to be a leader. Then when he got on drugs he was nothing. Now he's getting some of that back.
4. His friends have changed. He has one friend from the Center.

Question 3b continued.

5. He's broken from the group he was involved with when he used to fight so much. He has his own apartment now. The people he's staying with seem to be nice boys. I don't know much about them.
6. She doesn't have any close friends. The people she hangs around with seem to be younger or older.
7. The same friends as before.
8. Still the same friends.
9. He got away from that wild bunch over at _____. He gets along better with his older brother.
10. He got away from the kids he was with. One is in the service. He has new friends from this area.
11. No response)
12. She has new friends from the neighborhood, and she has more friends. None from CSC.
13. Most of her friends are from this area.
14. Still pretty much the same friends from this neighborhood.
15. He's made a lot of friends, a lot from the Depot. His friends here say He's a different person.

Question 3c

Has _____ changed around the house since he went to CSC?

1. Yes. She'll sit and talk more. Join the crowd.
2. He gets along better with his mother. He's busy all the time.
3. Happier around the house. He was never hard to get along with.
4. Not as much temper. Much easier around the house.
5. He is much better. I can talk with him.

Question 3 continued.

6. Still the same. I don't know what to do with her.
7. Good at first. Lately he seems to be getting mad over nothing. We had a fight this morning about him going to school.
8. About the same. She pretty much keeps to herself. Seldom gets together with the family.
9. He isn't so sassy. Except about haircuts. He is in when he's supposed to be. He calls me when he is going to be late. He's a lot nastier about himself. He started all by himself to give me some money from his job.
10. He's home a lot more and sleeps a lot more. He's easier to talk to. Chili has a chip on his shoulder.
11. He still talks very little at home.
12. She's never been a problem at home. She takes care of the house so I can work.
13. Hasn't changed.
14. Not so short-tempered and ugly. He's settled down. When he gets mad, he just doesn't answer.
15. More outgoing. Gets along with people a little better.

Question 4.

Has _____ ever mentioned any plans for the future? Ideally, what would you like _____ to do after he leaves school? Do you think he will do that the way he's going now. What do you think is the most likely thing to happen to _____ after he leaves school?

1. She would like to go into hair-dressing, but she hasn't checked on it. She gets along with people of any age group. I think she would be good at working with people. She can handle the work if her study habits improve.
2. He's never mentioned any plans. He isn't too good at studies. I think he will finish high school, then become a mechanic. I think he can do it.

Open for 4 minutes.

3. No plans. Once he said he wanted to be the best-dressed kid in St. Paul. We want him to do anything he strongly wants to do, to overcome his absence of interest. He has such potential, he's good at athletics and well-liked. Maybe coaching. I asked him once where he wanted to go to college. He said he'd never given it a minute's thought. He says he's interested in ____, which he does on his job, but I don't think he really is.
4. She wanted to go into the Job Corps, but I told her no. She's mentioned some things, but I can't remember them. I don't know what she has the patience to do. Maybe secretarial. I don't know if she can do it.
5. He's working at ____. He gets up at 5:30 in the morning to get there. I'd like to see him work to support himself and be on his own. Making an honest living. Leading a normal life. I think he can make it.
6. She has no plans. She's been talking about the university, but I don't think she can make it. She seems to live from day to day.
7. He changes his mind every day. Join the service. be a mechanic. He likes cars. But he didn't even talk about any plans before he went to CSC. I've never pushed the kids. But I think he would be happiest as a mechanic. He could do it if he would concentrate on it. I think I'll end up as a mechanic or in the service.
8. She wants to go to college. She would have been scared of that before. Now she's talking about teaching. I'd like to see her go to business college. I think she's too nervous to teach. She can't stand anyone over her. She does art, but she's not good enough to make a living at it. She's applied for a job at (a business firm).
9. They won't take him in the service. Maybe a technical school or a mechanic. If he wants to he should go to college. But he's never mentioned it. He said, Mama, I'll bring you a diploma.
10. Maybe the service. He's never talked about anything else. I don't think he would ever make it at college. He should take up a trade. He's pretty handy. He'd rather do that than read a book.
11. He likes to work with his hands. He might develop that. He likes to work on cars.

One line from each.

12. She wants to buy some things so she will need a job. She's never mentioned anything specific. I think she would be good somewhere where she would help people. Maybe a nurse's aid. It would be nice if she could take a little more schooling.
13. He hasn't said anything. He's too young. (entering 12th grade). He's good at everything. I won't push him unless he wants to do it. Maybe he could advance himself at _____ where he's working. He could get on-the-job training. I think he could do it.
14. She hasn't said anything recently. She once talked about nursing. She likes kids. She got a job at _____ on her own working with kids. I think some job working with kids would be good for her. At one time, she was too short-tempered for that, but she's all right now. She's on the right track now.
15. One time a fireman. Next time a policeman. The other day he said a teacher. He likes helping people. He has a lot of writing talent; he might be a writer.

Question 5

What does _____ tell you about CSC?

1. The people who run it are great people. She's not too close to the other kids. They have different problems. Can express her feelings better at home. She was excited when one of the teachers worked with her and she could read faster.
2. There's a lot of discussion. All kinds of magazines. You work on machines. She's never said any negatives.
3. He says he likes it. He shows up. He really says very little. He talks about his job more than the rest of the school.
4. I don't know about her work. I don't know very much about the school. She says she likes it better.
5. He talks about it very little. He's mentioned going to group meetings.
6. She never says a thing. I don't know if she's learning anything. She says that she supposes she'll go, but she doesn't like it very much.

Question 5 continued.

7. He likes the privileges. He likes the jobs, but he's had some trouble keeping one. He never says he's tired of it and never complains.
8. He likes the teachers. He's never complained about them. He likes the system there. He hated study halls at _____. He likes the half days. He doesn't talk too much about it in general.
9. He likes it. He likes the teachers. He tells about the meetings. He made some _____ for his sister there.
10. He likes it. He had trouble with the colored kids at _____. He likes the shop the best; he talks about it most.
11. He tells me very little. He likes to do what he likes to do. He likes shop.
12. He likes woodworking, art, and guidance. He feels much better, but lately he's been getting a little tired of it. Maybe it's just the end of the year.
13. It's on the same order as _____ (his old school). He likes it all.
14. She says she likes it. She doesn't tell us much. She was all excited when they said they might close it because people were horsing around. She was one of the ones who got together to stop the goofing around. Can you imagine her doing that?
15. At first he said, I don't know if I'll like it. He didn't talk much at first. He felt like he was going to get kicked out, like everywhere else. Then one day he said he decided he was going to behave. He found kids with problems like him. He's very serious about another boy who says he's going to quit; he wants to help him.

Question 5

From what you know about CSC, what should be changed about it?

1. I went to the school only once. From what I understand, they let the children be what they want to be. Maybe they should get after them more, but maybe not.
2. I don't know. I have had much contact with them.

Question 6 continued.

3. It's hard to compare with the other school. They don't have foreign languages. _____ did well in languages.
4. I don't know.
5. I don't know.
6. Don't think the school could do any more.
7. I don't know what they would do besides teaching what they are. I wish someone would help _____ because he's thinking about going into the service. He's too young for it.
8. _____ misses school some and is late. But I don't know if the school should have been stricter.
9. (No response)
10. Nothing. _____ has never said anything about it.
11. They've gone from too strict to too lenient. It wasn't a gradual thing. The apprenticeships are good. The school wants children to express freedom.
12. It seems like they had meetings at first to decide things. Now there are too many kids. Rules just get laid down.
13. I don't care what school he goes to. Just so he graduates.
14. It would be an awful mistake to close the school. It's a good idea. They should keep it up. It's a relief to go through a morning without a call from the school.
15. There's no way it can be improved. He likes it.

Center for New Schools

The Center for New Schools is a non-profit corporation established to assist communities in planning, operating, and evaluating experimental secondary school programs.

Its three executive associates have helped plan and carry out fifteen experimental school programs. For the past two years, they have worked together as the key planners and consultants to the Metro High School, an experimental "high school without walls" operating within the Chicago Public School System.

In their work, they have had extensive experience in curriculum planning; staff development; counseling; administration; parent participation; contacts with business, cultural and community groups to involve them in an educational program; and evaluation. In these activities, Center staff members have stressed analysis of the school as a social institution; expansion of educational programs beyond school walls; education for cultural diversity; increased staff and student involvement in decision-making; and the integration of formative evaluation, staff development, and decision-making.

Center for New Schools will assist school systems, governmental agencies, business, community groups and other organizations interested in planning, operating, and evaluating experimental secondary programs.